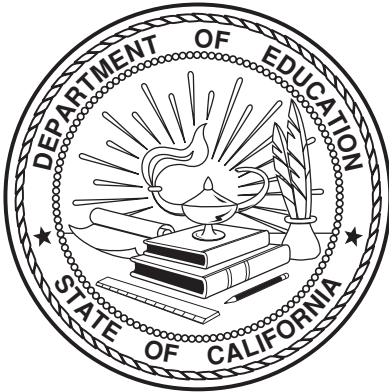

California English Language Development Test (CELDT)



Assistance Packet for School Districts and Schools

- Planning
- Communicating
- Using Results

March 2007

Prepared by the
California Department of Education

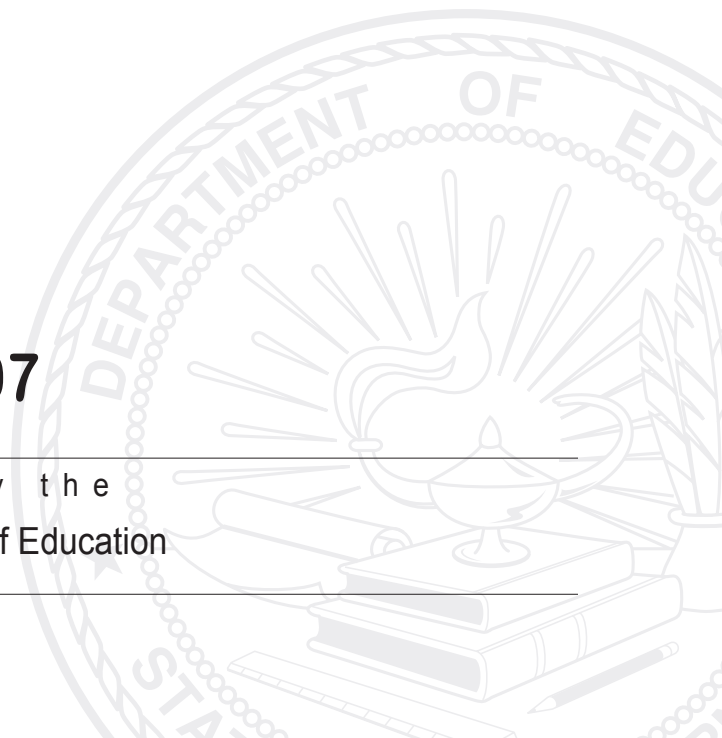


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Section I

Introduction

Purpose and Design

March 2007

**Prepared by the
California Department of Education**

Purpose and Design

The primary purpose of the *California English Language Development Test (CELDT): Assistance Packet for School Districts and Schools* is to provide school districts and schools with the information they need throughout the year to: (1) prepare teachers for reporting and using student results; (2) communicate with parents and guardians about their students' CELDT results and involve them in the reclassification process; and (3) ensure that English learners with disabilities have appropriate test variations, accommodations, modifications, or alternate assessments to demonstrate their progress toward English-language proficiency. This packet is divided into six sections:

- "Introduction"
- "CELDT Overview"
- "Communicating Results with Parents and Guardians"
- "Test Variations, Accommodations, Modifications, and Alternate Assessments"
- "Reclassification of English Learners to Fluent English Proficient"
- "Appendix"

Each section is designed to provide several types of information materials in suggested formats to assist school district and school leaders responsible for communicating with staff and parents and guardians. These assistance materials include a brief fact sheet about the CELDT; testing and reporting dates; sample brochures for parents and guardians; sample letters for principals; guidelines for planning test variations, accommodations, modifications, and/or alternative assessment(s) for students with disabilities; and state-approved reclassification guidelines. All information in this packet is prepared in English as black and white masters for reproduction. Sample brochures and letters also are translated into Spanish and are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/el/spanish.asp>.

Section II

CELDT Overview

Facts About the CELDT
for 2006–07

CELDT Testing and
Reporting Schedule
for 2006–07

Reporting and Using
Individual CELDT Results

Decision Guide for Initial
Identification of English
Learners

March 2007

Prepared by the
California Department of Education

Facts About the CELDT for 2006–07

Legal Requirements and Purpose

- Federal guidelines for the No Child Left Behind (NCLB) Act of 2001, Title III, require that state educational agencies (SEAs) receiving Title III funds establish English-language proficiency standards, identify or develop and implement English-language proficiency assessments, and define annual measurable achievement objectives (AMAOs) for monitoring the progress of English learners toward attainment of English proficiency. The CELDT meets these accountability provisions.
- The CELDT (instituted by *Education Code* sections 313 and 60810[d]) has three purposes: (1) to identify students who are limited English proficient; (2) to determine the level of English-language proficiency of students who are limited English proficient; and (3) to assess the progress of limited-English-proficient students in acquiring the skills of listening, reading, speaking, and writing in English.

CELDT Administration

- School districts must administer the CELDT for initial identification to all enrolling students who have a primary language other than English listed on their Home Language Survey (HLS) and for whom there is no record of English-language proficiency assessment results. This must occur within 30 calendar days after students first enroll in a California public school. The CELDT for initial identification is administered throughout the year as new students are enrolled.
- School districts also are required to administer the CELDT annually to previously identified English learners until they are reclassified as fluent English proficient (RFEP). The testing window for the administration of the annual CELDT is July 1 through October 31. All students take the grade-level test for the span (kindergarten–grade two, grades three–five, grades six–eight, or grades nine–twelve) that reflects their grade placement.
- The CELDT assesses four skill areas: listening, speaking, reading, and writing. Students in kindergarten and grade one only are assessed in listening and speaking. Students in grades two through twelve are assessed in all four skill areas.

- State law (*Education Code* Section 60810) requires that the CELDT be reliable and valid and yield scores that allow comparisons over time and can be aggregated to evaluate program effectiveness. This test also must be capable of administration by classroom teachers and be aligned with the state *English Language Development Standards for California Public Schools* adopted by the State Board of Education (SBE) in July 1999.

Scoring and Reporting

- In May 2001, the SBE approved score cut points for five proficiency levels for the initial and annual CELDT administrations. The five levels are beginning, early intermediate, intermediate, early advanced, and advanced. CELDT results showed the proficiency level students achieved for each skill area, for the listening and speaking areas combined, and for overall English-language proficiency.
- In March 2006, the SBE approved updated proficiency level scale score cut points at every grade level (kindergarten through grade twelve), to begin in July 2006. The updated cut points were implemented, using a new common scale that is designed to improve reporting of results and increase precision in accountability reporting.
- School districts must inform parents and guardians of their students' CELDT results within 30 calendar days from the date this information is received from the test contractor.
- Proficiency-level descriptions for the newly-approved cut scores will be printed on the back of each 2006–07 CELDT Student Proficiency Level Report.
- Results of the CELDT Form F, administered in 2006–07, will be reported, using the new common scale. Beginning with these results, the common scale will allow future comparisons to be made from year to year. Results of Form F are not to be compared with any CELDT results of previous years except for converted Form E scores that will be available in April 2007 (See page II-4).

More Information about the CELDT

For additional information about the CELDT, visit the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/tg/el/> or contact the CELDT office in the Standards and Assessment Division of the CDE at (916) 319-0784 (phone), (916) 319-0967 (fax), or CELDT@cde.ca.gov (e-mail).

- The annual assessment results are posted on the Internet in the spring following the annual assessment window. The initial identification assessment results and the combined assessment results are posted in the fall during the following school year. Each posting has results at four levels (state, county, school district, and school). The posted data include student counts by overall proficiency level by grade as well as the mean scale score for each of the skill areas by grade. Summary data are not provided for groups of three or less students.

CELDT Changes in 2007–08

Beginning 2007–08, the annual set of CELDT tests (for initial and annual administrations) will be identified by edition for the year (i.e., 2007–08) and by version for the forms (i.e., version G1, G2, G3...). The alphabet part of the version titles will be eliminated in 2008–09.

Beginning 2007–08, CELDT results will be reported according to “performance” levels instead of “proficiency” levels. The title change for reporting levels of English proficiency was approved by the State Board of Education in July 2006 when updated performance-level scale score cut points were adopted.

CELDT Testing and Reporting Schedule for 2006–07

July 1, 2006

2006–07 CELDT testing window for initial identification and the testing window for the sixth annual assessment of the CELDT administration (Form F) began.

October 31, 2006

Testing window for the sixth annual assessment of the CELDT administration (Form F) ended.

Within 30 calendar days after receipt by school districts

Individual CELDT test results (initial and annual) are reported to parents and guardians.

Fall 2006

Initial identification assessment results and combined assessment results for 2005–06 (Form E) were posted.*

Spring 2007

Annual assessment results for 2006–07 (Form F) will be posted.*

June 30, 2007

2006–07 CELDT testing window for initial identification (Form F) will close.

* Each posting includes results at four levels (state, county, school district, and school). The data include student counts by overall proficiency level by grade as well as the mean scale score for each of the skill areas by grade. Summary data are not provided for groups of three or less.

Reporting and Using Individual CELDT Results

CELDT results for individual students show the level of English-language proficiency a student has attained, not academic achievement. There are five levels of proficiency: beginning, early intermediate, intermediate, early advanced, and advanced.

Determining Proficiency Levels for Skill Areas

The 2006–07 CELDT report for each student provides the following:

- An overall English proficiency level and scale score for all parts of the test combined
- A scale score and a proficiency level for each skill area tested (listening, speaking, reading, and writing)
- A combined scale score for listening and speaking and a comprehension score that is an average of the scale scores for listening and reading (No proficiency levels are available for combined scale scores.)

Note: Unlike raw scores, scale scores permit the direct comparison of test results from one administration to another. The raw score to scale score conversion reflects the relationship between difficulty of individual test questions in each test form and the constant measure of achievement indicated by the reported scale scores. The procedure of converting the raw scores to scale scores involves scaling and equating.

Determining Overall Proficiency

Students are assigned a proficiency level for each area tested. The overall scale score is calculated by weighting the skill-area scale scores as follows: 25 percent for listening, 25 percent for speaking, 25 percent for reading, and 25 percent for writing. Since students in kindergarten and grade one are assessed only in listening and speaking, the overall scale score is calculated by weighting the skill-area scale scores as follows: 50 percent for listening and 50 percent for speaking. The charts on pages II–6 through II–8 show the scale score range for identifying a student's proficiency level for the skill areas tested and overall English-language proficiency level.

Note: Newly-approved scale scores used to report 2006–07 CELDT results should not be compared with CELDT results of previous years, except for converted Form E results provided in April 2007. (The only Form E results to be converted are those provided by school districts during the Form F administration.) Using the 2006–07 results as the base year, year-by-year comparisons will be allowed in future years due to the development of a common scale.

Proficiency Level Scale Score Ranges*

Grade K	Listening	Speaking	Reading	Writing	Listening and Speaking	Comprehension	Overall
Beginning	220 – 361	140 – 352			180 – 356		180 – 356
Early Intermediate	362 – 408	353 – 404			357 – 406		357 – 406
Intermediate	409 – 454	405 – 456			407 – 455		407 – 455
Early Advanced	455 – 501	457 – 508			456 – 504		456 – 504
Advanced	502 – 570	509 – 630			505 – 600		505 – 600

Grade 1	Listening	Speaking	Reading	Writing	Listening and Speaking	Comprehension	Overall
Beginning	220 – 361	140 – 352			180 – 356		180 – 356
Early Intermediate	362 – 408	353 – 404			357 – 406		357 – 406
Intermediate	409 – 454	405 – 456			407 – 455		407 – 455
Early Advanced	455 – 501	457 – 508			456 – 504		456 – 504
Advanced	502 – 570	509 – 630			505 – 600		505 – 600

Grade 2	Listening	Speaking	Reading	Writing	Listening and Speaking	Comprehension	Overall
Beginning	220 – 374	140 – 369	280 – 420	220 – 422	180 – 371	250 – 397	215 – 396
Early Intermediate	375 – 425	370 – 419	421 – 472	423 – 468	372 – 422	398 – 448	397 – 446
Intermediate	426 – 475	420 – 469	473 – 523	469 – 513	423 – 472	449 – 499	447 – 495
Early Advanced	476 – 526	470 – 519	524 – 553	514 – 559	473 – 522	500 – 539	496 – 539
Advanced	527 – 570	520 – 630	554 – 650	560 – 690	523 – 600	540 – 610	540 – 635

Grade 3	Listening	Speaking	Reading	Writing	Listening and Speaking	Comprehension	Overall
Beginning	220 – 388	200 – 387	280 – 447	220 – 436	210 – 387	250 – 417	230 – 414
Early Intermediate	389 – 442	388 – 435	448 – 481	437 – 478	388 – 438	418 – 461	415 – 459
Intermediate	443 – 497	436 – 481	482 – 541	479 – 536	439 – 489	462 – 519	460 – 513
Early Advanced	498 – 551	482 – 531	542 – 576	537 – 569	490 – 541	520 – 563	514 – 556
Advanced	552 – 640	532 – 720	577 – 700	570 – 740	542 – 680	564 – 670	557 – 700

Grade 4	Listening	Speaking	Reading	Writing	Listening and Speaking	Comprehension	Overall
Beginning	220 – 401	200 – 404	280 – 473	220 – 450	210 – 402	250 – 437	230 – 432
Early Intermediate	402 – 460	405 – 450	474 – 490	451 – 488	403 – 455	438 – 475	433 – 472
Intermediate	461 – 518	451 – 496	491 – 559	489 – 549	456 – 507	476 – 538	473 – 530
Early Advanced	519 – 577	497 – 542	560 – 599	550 – 579	508 – 559	539 – 588	531 – 574
Advanced	578 – 640	543 – 720	600 – 700	580 – 740	560 – 680	589 – 670	575 – 700

* The State Board of Education approved the scale score cut points for each proficiency (performance) level at every grade. These scale score cut points apply to CELDT results for initial and annual administrations, beginning with July 1, 2006. Cut points fall between each range of performance for every proficiency level.

Grade 5

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

Listening	Speaking	Reading	Writing	Listening and Speaking	Comprehension	Overall
220 – 410	200 – 410	280 – 477	220 – 454	210 – 410	250 – 443	230 – 437
411 – 472	411 – 458	478 – 503	455 – 496	411 – 465	444 – 487	438 – 482
473 – 536	459 – 506	504 – 563	497 – 550	466 – 521	488 – 549	483 – 538
537 – 600	507 – 555	564 – 603	551 – 586	522 – 577	550 – 601	539 – 586
601 – 640	556 – 720	604 – 700	587 – 740	578 – 680	602 – 670	587 – 700

Grade 6

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

Listening	Speaking	Reading	Writing	Listening and Speaking	Comprehension	Overall
230 – 412	225 – 416	320 – 480	220 – 457	227 – 414	275 – 446	248 – 441
413 – 483	417 – 466	481 – 515	458 – 501	415 – 474	447 – 499	442 – 491
484 – 569	467 – 517	516 – 567	502 – 552	475 – 543	500 – 568	492 – 551
570 – 637	518 – 567	568 – 608	553 – 592	544 – 602	569 – 622	552 – 601
638 – 715	568 – 720	609 – 750	593 – 780	603 – 717	623 – 732	602 – 741

Grade 7

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

Listening	Speaking	Reading	Writing	Listening and Speaking	Comprehension	Overall
230 – 417	225 – 422	320 – 484	220 – 461	227 – 419	275 – 450	248 – 446
418 – 494	423 – 475	485 – 528	462 – 507	420 – 484	451 – 511	447 – 501
495 – 571	476 – 527	529 – 571	508 – 553	485 – 549	512 – 571	502 – 555
572 – 648	528 – 580	572 – 612	554 – 599	550 – 614	572 – 630	556 – 609
649 – 715	581 – 720	613 – 750	600 – 780	615 – 717	631 – 732	610 – 741

Grade 8

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

Listening	Speaking	Reading	Writing	Listening and Speaking	Comprehension	Overall
230 – 426	225 – 422	320 – 496	220 – 464	227 – 424	275 – 461	248 – 452
427 – 507	423 – 479	497 – 542	465 – 510	425 – 493	462 – 524	453 – 509
508 – 594	480 – 538	543 – 587	511 – 556	494 – 566	525 – 590	510 – 568
595 – 669	539 – 594	588 – 626	557 – 601	567 – 631	591 – 647	569 – 622
670 – 715	595 – 720	627 – 750	602 – 780	632 – 717	648 – 732	623 – 741

Grade 9

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

Listening	Speaking	Reading	Writing	Listening and Speaking	Comprehension	Overall
230 – 435	235 – 422	320 – 508	220 – 466	232 – 428	275 – 471	251 – 457
436 – 518	423 – 484	509 – 556	467 – 513	429 – 501	472 – 537	458 – 517
519 – 605	485 – 546	557 – 604	514 – 559	502 – 575	538 – 604	518 – 578
606 – 690	547 – 609	605 – 647	560 – 605	576 – 649	605 – 668	579 – 637
691 – 725	610 – 740	648 – 770	606 – 810	650 – 732	669 – 747	638 – 761

Grade 10

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

Listening	Speaking	Reading	Writing	Listening and Speaking	Comprehension	Overall
230 – 444	235 – 422	320 – 520	220 – 469	232 – 433	275 – 482	251 – 463
445 – 533	423 – 489	521 – 570	470 – 516	434 – 511	483 – 551	464 – 527
534 – 622	490 – 556	571 – 620	517 – 562	512 – 589	552 – 621	528 – 590
623 – 711	557 – 623	621 – 664	563 – 609	590 – 667	622 – 687	591 – 651
712 – 725	624 – 740	665 – 770	610 – 810	668 – 732	688 – 747	652 – 761

Grade 11

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

Listening	Speaking	Reading	Writing	Listening and Speaking	Comprehension	Overall
230 – 444	235 – 422	320 – 520	220 – 469	232 – 433	275 – 482	251 – 463
445 – 533	423 – 489	521 – 570	470 – 516	434 – 511	483 – 551	464 – 527
534 – 622	490 – 556	571 – 620	517 – 562	512 – 589	552 – 621	528 – 590
623 – 711	557 – 623	621 – 664	563 – 609	590 – 667	622 – 687	591 – 651
712 – 725	624 – 740	665 – 770	610 – 810	668 – 732	688 – 747	652 – 761

Grade 12

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

Listening	Speaking	Reading	Writing	Listening and Speaking	Comprehension	Overall
230 – 444	235 – 422	320 – 520	220 – 469	232 – 433	275 – 482	251 – 463
445 – 533	423 – 489	521 – 570	470 – 516	434 – 511	483 – 551	464 – 527
534 – 622	490 – 556	571 – 620	517 – 562	512 – 589	552 – 621	528 – 590
623 – 711	557 – 623	621 – 664	563 – 609	590 – 667	622 – 687	591 – 651
712 – 725	624 – 740	665 – 770	610 – 810	668 – 732	688 – 747	652 – 761

CELDT Proficiency Level Descriptions

The proficiency level descriptions below are written from the beginning level to advanced level, and each level builds on the preceding level. An individual student's English language development may be marked by periods of accelerated or slow growth, reversals of progress, attainment of language plateaus, and unparallel development of listening, speaking, reading, and writing skills. At each level, the English learner continues to expand his or her social and academic vocabulary and his or her capacity to learn grade-level content delivered in unmodified English. These proficiency level descriptions should only be used with tests administered after July 1, 2006.

Beginning — Students performing at this level of English-language proficiency may demonstrate little or no receptive or productive English skills. They are beginning to understand a few concrete details during unmodified instruction. They may be able to respond to some communication and learning demands, but with many errors. Oral and written production is usually limited to disconnected words and memorized statements and questions. Frequent errors make communication difficult.

Early Intermediate — Students performing at this level of English-language proficiency continue to develop receptive and productive English skills. They are able to identify and understand more concrete details during unmodified instruction. They may be able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written production is usually limited to phrases and memorized statements and questions. Frequent errors still reduce communication.

Intermediate — Students performing at this level of English-language proficiency begin to tailor their English-language skills to meet communication and learning demands with increasing accuracy. They are able to identify and understand more concrete details and some major abstract concepts during unmodified instruction. They are able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written production has usually expanded to sentences, paragraphs, and original statements and questions. Errors still complicate communication.

Early Advanced — Students performing at this level of English-language proficiency begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in content areas. They are able to identify and summarize most concrete details and abstract concepts during unmodified instruction in most content areas. Oral and written production is characterized by more elaborate discourse and fully-developed paragraphs and compositions. Errors are less frequent and rarely complicate communication.

Advanced — Students performing at this level of English-language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and learning demands. In order for students at this level to attain the English-proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are still necessary. Students at this level are able to identify and summarize concrete details and abstract concepts during unmodified instruction in all content areas. Oral and written production reflects discourse appropriate for content areas. Errors are infrequent and do not reduce communication.

Using CELDT Results for Initial Identification and Reclassification

Education Code Section 60810 requires school districts to use individual CELDT results as the primary indicator for the initial identification of English learners.

School districts are to use annual CELDT results as one of four criteria for considering the reclassification of English learners to fluent English proficient. Additional criteria include performance in basic skills, teacher evaluation, and parent opinion and consultation. Guidelines for the reclassification of English learners, approved by the State Board of Education (SBE), are provided in Section V.

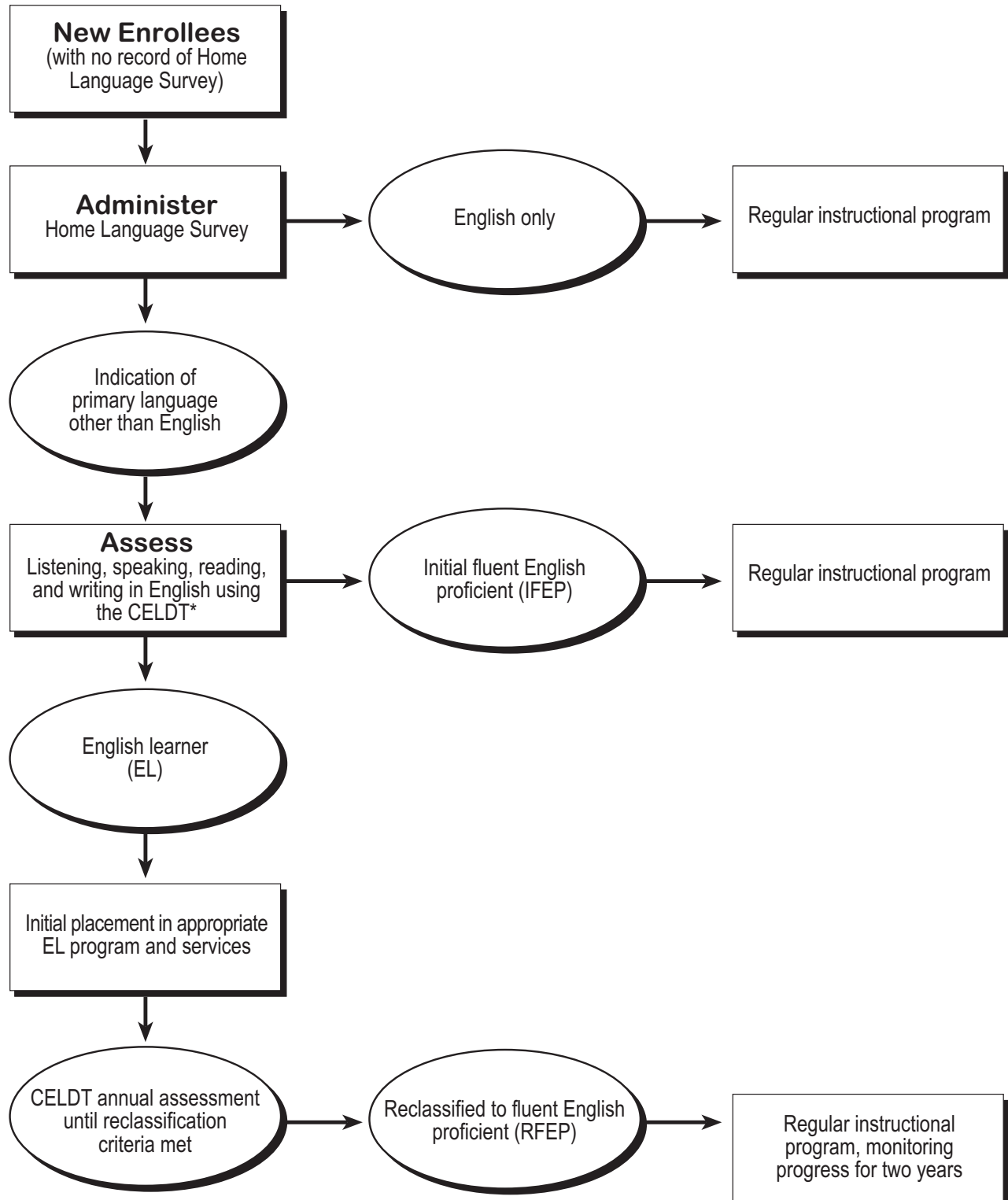
Criteria for Determining English Proficiency*

Fluent English Proficient (FEP)	<p>Student's overall score is early advanced or higher, and Each skill area score</p> <ul style="list-style-type: none"> • Listening (kindergarten through grade twelve) • Speaking (kindergarten through grade twelve) • Reading (grades two through twelve only) • Writing (grades two through twelve only) <p>is intermediate or higher.</p> <p>Additionally, a student <u>may</u> be FEP if:</p> <p>Student's overall score is in the upper end of intermediate, and</p> <ul style="list-style-type: none"> • Other test scores • Report card grades • Input from parents/teachers <p>are taken into consideration.</p>
English Learner (EL)	<p>Student's overall score is below early advanced, or Student's overall score is early advanced or higher, but one or more of the skill area scores is below intermediate.</p>

* The criteria for determining English proficiency were approved by the SBE in May 2001 and updated in September 2006.

Decision Guide for Initial Identification of English Learners

(complete within 30 calendar days of enrollment)



* Reading and writing not administered in kindergarten and grade one.

Section III

Communicating Results with Parents and Guardians

**Suggested Activities
for Communicating with
Parents and Guardians
About the CELDT**

Sample Parent Brochure

**Guide for Parents and
Guardians of Children
with Disabilities**

**Sample Parent/Guardian
Notification Letters**

March 2007

**Prepared by the
California Department of Education**

Suggested Activities for Communicating with Parents and Guardians about the CELDT

This section is designed to assist schools and school districts in their efforts to respond to the questions and concerns of parents and guardians of students who took the CELDT during the 2006–07 school year. One question of parents and guardians often relates to the opportunity to opt out of the CELDT administration. State and federal laws require that all students whose primary language is other than English should be assessed for English-language proficiency, and parents and guardians cannot remove (opt out) their children from this requirement. The legal basis for requiring English-proficiency testing is that all students have the right to an equal and appropriate education and any English-language limitations (left unidentified and/or unaddressed) could preclude a student from accessing that right.

Assistance materials include a sample brochure for parents and guardians, sample parent/guardian notification letters, a sample CELDT Student Proficiency Level Report, and a brief explanation about the report.

The *Test Results Interpretation Guide*, designed to provide general information to parents and guardians about the CELDT, is available in English and ten other languages on the CTB/McGraw-Hill Web site. The CDE Web site provides a link to this site. The guide includes:

- A description of the test format.
- An explanation of the test scores and how the results are reported.
- An explanation of what the results mean.
- Definitions of the English-language proficiency levels.

The information provided in this section should be shared with school district and school representatives, advisory committees, and support groups who work with parents and guardians, students, and community leaders.

Note: It is important to caution parents and guardians that the 2006–07 CELDT results cannot be compared with results of previous years due to the updating of the scale score cut points.

Communicating With Parents and Guardians

Schools and/or school districts need to provide a variety of opportunities for sharing information with parents and guardians. Some suggested activities include:

- Schedule presentations about the CELDT results and the school's instructional program at planned information sessions for the parents and guardians of students who took the test (e.g., Parent Teacher Association [PTA], school site councils [SSC], and school district and school English learner advisory committees [DELAC, ELAC]).
- Prepare a brief article about the CELDT for school/home newsletters.
- Work with parent leaders to offer neighborhood coffees to provide information and answer questions and concerns of parents and guardians.
- Have teachers, coordinators, and/or other designated staff provide information about the CELDT in their information materials and at meetings and presentations.
- Work with other agencies that assist families, whose primary language is other than English, to provide information about the CELDT, its purpose, and use of the results.

Immediate Assistance for Parents and Guardians

The process for reporting individual student results calls for the need to provide parents and guardians with immediate assistance, including:

- Have designated school district/school staff members and parent leaders on hand to answer questions and concerns of parents and guardians at school sites or appropriate locations for two to three days after student proficiency level reports from the annual CELDT administration are distributed. Notify parents and guardians of the time and location for this assistance in the cover letter that goes with the report.

- Establish a CELDT information hotline that parents or guardians can call to ask questions about their students' initial or annual results. Advertise the hotline in newspapers of all major languages and through other available media.
- Provide translations of student results and other CELDT information in the primary languages of parents and guardians when possible (e.g., the Interpretation Guide). When translations are not possible, notify parents and guardians when, where, and how language assistance is available.

Student Communication

An important purpose of the CELDT is to provide information to parents and guardians about their students' level of English-language proficiency. Students also need timely feedback about their results. Often, parents and guardians will ask students to help explain their results and how the results will be used. Suggested activities may include:

- Encourage parents and guardians to discuss the CELDT results with their students.
- Provide opportunities at school for students who took the CELDT to ask questions about their CELDT results and the instructional program(s) to which they are assigned.
- Make sure student leaders are informed about how and when CELDT results are to be reported to students and the public, what the results mean, and how they are to be used.
- Prepare a brief article about the CELDT for student newspapers.

Employee Information about the CELDT

School district and school employees are key to the success of any communications effort. Parents and guardians and community members turn to school employees for answers to their questions or concerns about education. Suggested activities to prepare employees for their role as key communicators may include:

- Provide information about the CELDT in staff meetings to prepare employees (classified and certificated) to answer general questions about the exam and to

explain when, where, and how parents and guardians can receive information and assistance.

- Give employees the written information that parents and guardians receive (e.g., fact sheet, sample student proficiency level report, and explanation sheet about the results).
- Tell employees when and what CELDT results will be placed on the Internet to prepare them for questions they may receive from parents and guardians and other community members.

How are the CELDT results reported for individual students?

There are five levels of English proficiency a student can achieve. They are beginning, early intermediate, intermediate, early advanced, and advanced.

The report for each student provides:

- ▶ The overall English-proficiency level and score.
- ▶ A proficiency level and score for each part of the test (listening, speaking, reading and writing).
- ▶ A combined score for listening and speaking.
- ▶ A comprehension score (average of the scores for listening and reading).

How are results of the CELDT used?

Test results for newly enrolled students are used to help identify English learners who need to develop their speaking, listening, reading, and writing skills in English. Results from the CELDT,

which is given annually, are used to see how well students are learning English. Annual results also are used to help decide when students are fluent English proficient (FEP).

How can parents and guardians find out more about the CELDT or their student's results?

If parents and guardians wish information about the CELDT or their student's results on the CELDT, they should contact their student's teacher and/or school office. Parents and guardians are invited to request a conference to review the CELDT results or to attend one of the information meetings scheduled by the school.

For more information...

Information about the CELDT is on the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/el/>.

CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST

Information for Parents and Guardians

Prepared by
California Department of Education

February 2007

What is the California English Language Development Test?

Federal and state laws require a state test that school districts must give to students whose home language is not English. This test is called the California English Language Development Test (CELDT).

What is the purpose of the CELDT?

The purpose of this test is:

- ▶ To identify new students who are English learners, in kindergarten through grade twelve.
- ▶ To determine their level of English proficiency.
- ▶ To annually assess their progress in learning English.

Who is an English learner?

An English learner is a student, with a home language other than English, who is not yet proficient in English.

Who must take the CELDT?

All students whose primary language on the Home Language Survey is not English must take the test within 30 calendar days after they are enrolled in a California public school for the first time. The CELDT also must be given once each year to English learners until they become proficient in English. **Parents and guardians cannot waive the requirement that these students take the CELDT.**

Who gives the CELDT?

Only trained examiners give the test. The listening and speaking parts of the CELDT are given individually to each student. The reading and writing parts are given to groups of students.

How long does it take for students to complete the CELDT?

The speaking part of the test takes about 10 to 15 minutes for each student to complete. The listening, reading, and writing parts combined take about 2 hours to complete. The writing part may be divided into two sessions.

How and when do parents and guardians get their students' test results?

As soon as the tests are scored by the test contractor, the results are returned to the school district. The school district prepares a report of the results for each student and sends it to parents and guardians.

Who decides whether accommodations, modifications, or alternate assessments are used, and if so, which ones?

The individualized education program (IEP) team, made up of parents and guardians, the classroom teacher, the program or school administrator, and specialists, decides whether a student should use test variations, accommodations, and modifications on the CELDT and/or alternate assessments. That decision, based on the student's needs, must be specified in his or her IEP.

Should accommodations or modifications that are used during classroom instruction be allowed for testing?

Yes. Accommodations or modifications specified in a student's IEP for use when taking the CELDT should be the same ones that are used for classroom instruction.

For more information about test accommodations, modifications, and alternate assessments...

For more information, contact your student's teacher, counselor, or principal. California's guidelines for accommodations are on the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/sa/>

CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST

Guide for Parents and Guardians of Students with Disabilities

Prepared by
California Department of Education

February 2007

What is the California English Language Development Test?

Federal and state laws require the development of a state test that school districts must give to students whose home language is not English. This test is called the California English Language Development Test (CELDT).

Why is the CELDT given?

The state requires CELDT testing in public schools throughout California. The CELDT program requires that all new students with a home language other than English and all English learners take the CELDT.

This test has several uses:

- ▶ To identify students who are English learners.
- ▶ To determine the level of English language proficiency of English learners.
- ▶ To assess the progress of English learners in acquiring the skills of listening, speaking, reading, and writing in English.

Hasn't my student been tested enough already?

Some testing is done to see whether your student requires special instructions. Ongoing testing is used to ensure that your student's educational needs are being met.

How can more testing help my student?

Teachers use tests to plan instruction for your student. Without test results, teachers have less information to help make decisions.

Doesn't testing take time away from instruction?

The time used for testing can result in better teaching. Test results help teachers decide whether students are learning what they need to succeed. With test results, teachers can provide instruction that addresses identified needs.

Why should my student take part in the test?

If your student does not take the test, teachers will not receive scores for your student. Without test results, teachers are less able to make good decisions about the instruction that your student needs.

My student has a disability. Won't my student be at a disadvantage?

Students with disabilities should be included in CELDT testing. Many students with disabilities can take tests under the same conditions as their classmates who are not disabled.

Some students with disabilities should take tests with accommodations or modifications. The purpose of accommodations or modifications is to help students with disabilities show what they know and can do.

A small number of students with severe disabilities will not be able to take the CELDT, even with accommodations or modifications. Alternate testing is needed to include these students in the testing program.

Sample Parent/Guardian Notification Letter for Initial Identification of English Learners (for students identified as English learners)

Dear Parents/Guardians:

State and federal laws require all school districts in California to give a state test to students whose home language is not English. The name of this test is the California English Language Development Test (CELDT). Its purpose is to determine how well each student tested can listen, speak, read, and write in English.

Your student has been given the CELDT, and the results have identified him/her as an English learner. Your student will be assigned to an appropriate instructional program based on the results. The goal of this program is to help students like your student develop proficiency in English and succeed in the school's academic curriculum.

[The school district may want to add a sentence to describe the instructional program to which the student will be assigned.]

You are invited to request a conference at school where your student's CELDT results and instructional program will be explained. To schedule your student conference, call **[put contact information here]**.

You are welcome to volunteer at the school and to participate on the school's English Learner Advisory Committee (ELAC). If you have any questions regarding your student's instructional placement or wish to observe the classroom, please contact the school office at **[put school office number here]** during school hours.

Sincerely,

Superintendent/Principal

Date

Sample Parent/Guardian Notification Letter for Initial Identification of English Learners (for students identified as fluent English proficient)

Dear Parents/Guardians:

State and federal laws require all school districts in California to give a state test to students whose home language is not English. The name of this test is the California English Language Development Test (CELDT). Its purpose is to determine how well each student tested can listen, speak, read, and write in English.

Your student has been given the CELDT, and the results have identified him/her as fluent English proficient (FEP). This means that your student will be assigned to a regular academic program and will not need special help to increase his/her English skills. **[The school district may want to add a sentence to describe how the school will monitor the student's academic progress for the next two years.]**

If you have any questions regarding your student's instructional placement or CELDT results, please contact the school office at **[school phone number]** during school hours. You are encouraged to become involved in your student's education.

Sincerely,

Superintendent/Principal

Date

Sample Parent/Guardian Notification Letter for Annual Assessment Results

(for English learners who have not yet reached proficiency in English)

Dear Parents/Guardians:

State and federal laws require all school districts in California to give a state test each year to every student whose home language is not English and who is currently identified as an English learner. The name of this test is the California English Language Development Test (CELDT). Its purpose is to see how well each student is learning to listen, speak, read, and write in English.

Your student has been given the CELDT, and the results are attached. Based on the proficiency level your student achieved on this test, he/she will continue to receive special assistance to become more proficient in English and to succeed in the school's academic program. **[The school district may want to add a sentence to describe the instructional program to which the student is or will be assigned.]**

As you look at your student's CELDT results for this year, it is important that you do not compare those results with your student's previous CELDT results. As of July 1, 2006, results for students who took the CELDT are being scored in a new way. Therefore, it is not appropriate to make comparisons with results of the CELDT that your student took before that date.

You are invited to request a conference at school where your student's CELDT results and instructional program will be explained. To schedule your conference, call **[put contact information here]**.

You are encouraged to become involved in your student's education. You are welcome to volunteer at the school and to participate in the school's English Learner Advisory Committee (ELAC). If you have any questions regarding the CELDT or your student's instructional placement or wish to observe the classroom, please contact the school office at **[put school office number here]** during school hours.

Sincerely,

Superintendent/Principal

Date

Sample Parent/Guardian Notification Letter for Annual Assessment Results (for English learners being considered for reclassification)

Dear Parents/Guardians:

State and federal laws require all school districts in California to give a state test each year to every student whose home language is not English and who is currently identified as an English learner. The name of this test is the California English Language Development Test (CELDT). Its purpose is to see how well each student is learning to listen, speak, read, and write in English.

Your student has been given the CELDT, and the results are attached. Based on the proficiency level your student achieved on this test, he/she may be reclassified to fluent English proficient. In addition to the CELDT results, criteria used to make this decision include an evaluation of your student's academic performance by the teacher, your opinion as the parent/guardian about his/her proficiency in English, and your student's performance on the California English-Language Arts Standards Test (given as part of the Standardized Testing and Reporting [STAR] Program).

As you look at your student's CELDT results for this year, it is important that you do not compare those results with your student's previous CELDT results. As of July 1, 2006, results for students who took the CELDT are being scored in a new way. Therefore, it is not appropriate to make comparisons with results of the CELDT that your student took before that date.

You are invited to attend a special meeting at the school to discuss the reclassification process and the recommended program for your student on **[date]** at **[time]** in **[location]**. Please contact the school office at **[phone number]** to tell us whether or not you are able to attend. Questions about your student's CELDT results also should be directed to the same number.

We urge you to attend this important meeting and continue to be actively involved in your student's learning.

Sincerely,

Superintendent/Principal

Date

Section IV

Test Variations, Accommodations, Modifications, and Alternate Assessments

**Suggested Considerations
for Review of Individualized
Education Programs (IEPs)/
Section 504 Plans**

**Understanding CELDT
Administration with
Accommodations,
Modifications, and/or
Alternate Assessments**

**Participation Criteria for
Alternate Assessments**

**Alternate Assessment
Instruments**

**Sample School Summary
Planning Chart for
Test Variations,
Accommodations,
Modifications, and Alternate
Assessments**

**Sample District Action Plan
Worksheet for CELDT: Test
Variations/Accommodations/
Modifications/Alternate
Assessments**

**Sample Site Action Plan
Worksheet for CELDT: Test
Variations/Accommodations/
Modifications/Alternate
Assessments**

March 2007

**Prepared by the
California Department of Education**

Suggested Considerations for Review of Individualized Education Programs or Section 504 Plans

For some students with special needs, a test variation may be necessary. A variation is a change in the manner in which a test is presented or administered or in how a test taker is allowed to respond. This may include accommodations and/or modifications. Test variations enable students to participate in assessments in a way that allows abilities rather than disabilities to be assessed. Variations help level the playing field so that the assessment can accurately measure students' knowledge and skills. With variations, the question becomes not whether students will participate in assessments but how they will participate. Before any test variation is used, the following activities should be considered by the individualized educational program (IEP) team:

1. **Review state and federal regulations.** (i.e., Title 5 *California Code of Regulations*, CELDT; Individuals with Disabilities Education Improvement Act of 2004 [IDEA]; and the No Child Left Behind [NCLB] Act of 2001)
2. **Review “Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments.”** (This matrix is posted on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sa/>.)
 - Note that (1) the use of accommodations produces valid results because they do not alter what the test measures and (2) the use of modifications does alter what the test measures and results in scores that are not valid.
 - Discuss the impact of modifications on the CELDT result in scores that are not valid.
3. **Review IEPs and Section 504 Plans.**
 - Note if the CELDT is specifically addressed.
 - Determine if the student information is current.

4. Determine as an IEP team how the student will participate in the CELDT.

- Determine if the student will take the CELDT with or without test variations, including accommodations or modifications.
- Determine the alternate assessment(s) a student needs for any section of the CELDT and if a student's disability will preclude the student from taking all or only a part of the CELDT.
- Specify in the IEP or Section 504 Plan exactly how the test variations, accommodations, and/or modifications are to be implemented and for which section(s) of the CELDT, relative to the student's disability. Also specify in the IEP or Section 504 Plan any alternate assessment(s) that the student is to use and for which section of the CELDT. Note how the student's disability precludes the student from taking any or all sections of the CELDT.
- Review closely each section of the CELDT a student has taken with modification(s) or for which an alternate assessment has been administered. If one or more sections of the CELDT have been taken with modifications or if alternate assessment(s) have been administered, the overall score may not reflect that student's actual proficiency level in English.

Understanding CELDT Administration with Accommodations, Modifications, and/or Alternate Assessments

In California, students with disabilities who participate in state assessments are permitted to use accommodations, modifications, and/or alternate assessments during testing as determined by their individualized education programs (IEPs) or Section 504 Plans. The impact on a student's CELDT results when accommodations, modifications, and/or alternate assessments are used is described below.

Accommodations

An accommodation means any change in the assessment environment or process that does not fundamentally alter what the test measures or affect the comparability of scores. Accommodations may include variations in scheduling, setting, aids, equipment, and presentation format. The IEP team determines whether accommodations are appropriate for an individual student.

Accommodations do not alter the test construct. Therefore, use of accommodations does not affect the calculation or interpretation of the CELDT scale scores.

Modifications

A modification means any variation in the assessment environment or process that fundamentally alters what the test measures or affects the comparability of scores. The CELDT results on the Student Proficiency Level Report will indicate that the student received the beginning score in each skill area for which modifications were used. The Student Proficiency Level Report also will have a note indicating that the results should be interpreted with caution. Scale scores assigned to skill areas administered with modifications along with the overall scale score are considered not valid. The student's individual item responses along with his/her raw scores will be provided in the electronic data file. The student's scores should be interpreted by the IEP team, with the assistance of school district assessment staff, to ensure appropriate instructional placement.

Alternate Assessments

Alternate assessments provide an another means to measure the English-language proficiency of students with disabilities whose IEP teams have determined that they are unable to participate in one or more parts of the CELDT even with accommodations or modifications. The CELDT results on the Student Proficiency Level Report will indicate that the student received the beginning score in each skill area for which alternate assessments were used. The Student Proficiency Level Report also will have a note indicating that the results should be interpreted with caution. Examples of alternate assessments that may be used to assess English-language proficiencies are described on page IV-7.

More Information

For further information on interpreting tests administered with accommodations, modifications, and/or alternate assessments, refer to the National Center on Educational Outcomes policy posted at <http://education.umn.edu/NCEO/OnlinePubs/Policy11.htm>. Guidance on the standards and assessment requirements of the No Child Left Behind (NCLB) Act of 2001 is available at <http://www.cde.ca.gov/nclb/>.

Participation Criteria for Alternate Assessments

Alternate assessments provide another means to measure the English-language proficiency of students with disabilities whose individualized education program (IEP) teams have determined that they are unable to participate in one or more parts of the CELDT even with accommodations and/or modifications. In order to aid an IEP team in its determination of whether a student should use alternate assessments, the criteria below may be considered. If the answer to one or more of the criteria is “Disagree,” the team should consider including the student in the CELDT with the use of any necessary accommodations or modifications.

Circle “Agree” or “Disagree” for each item:

Agree	Disagree	The student requires extensive instruction in multiple settings to acquire, maintain, and generalize skills necessary for application in school, work, home, and community environments.
Agree	Disagree	The student demonstrates academic/cognitive ability and adaptive behavior that require substantial adjustments to the general curriculum. The student may participate in many of the same activities as his/her nondisabled peers; however, the student’s learning objectives and expected outcomes focus on the functional applications of the general curriculum.
Agree	Disagree	The student cannot achieve the performance level assessed in the CELDT even with accommodations or modifications.
Agree	Disagree	The decision to participate in an alternate assessment is not based on the amount of time the student is receiving special education services.
Agree	Disagree	The decision to participate in an alternate assessment is not based on excessive or extended absences.

Agree	Disagree	The decision to participate in an alternate assessment is not based on language, cultural, or economic differences.
Agree	Disagree	The decision to participate in an alternate assessment is not based on visual, auditory, and/or motor disabilities.
Agree	Disagree	The decision to participate in an alternate assessment is not based primarily on a specific categorical program.
Agree	Disagree	The decision for using an alternate assessment is an IEP team decision rather than an administrative decision.

Note: Revised 1/30/04 by the California Department of Education

Alternate Assessment Instruments

The English-language proficiency assessment instruments below can be used to assess English proficiency of students with severe disabilities who cannot take the CELDT even with test variations, accommodations, or modifications. The IEP teams determine which students need alternate assessments and how they should be assessed.*

One purpose of the CELDT is to measure the English-language proficiency of students to ensure appropriate instructional placement. This purpose should be kept in mind when choosing alternate assessments. No single alternate assessment instrument can effectively assess all of the required domains (i.e., listening, speaking, reading, and writing). More than one alternate assessment, therefore, is necessary to measure the English proficiency of a student. Each instrument must be reviewed with the individual student in mind. School districts may select an alternate assessment instrument not included on this list. This list is not exhaustive nor does it constitute an endorsement by the California Department of Education (CDE).

If a student has not taken the entire CELDT, the student report will indicate a beginning proficiency level for any section that was not administered. It is the responsibility of the IEP team to review the results of the alternate assessments and the CELDT to determine the student's actual level of English-language proficiency. Results of alternate assessments are not submitted to the CDE. Some examples of available alternate assessment include the following:

Test Name	Purpose	Contact Organization	Phone Number
Alternative Language Proficiency Instrument (ALPI)	Measures receptive and expressive language; grades K–12	Orange County Department of Education	714-966-4120
Basic Inventory of Natural Language (BINL)	Measures oral language proficiency; grades K–12	CHECpoint System, Inc.	800-635-1235
Student Oral Language Observation Matrix (SOLOM)	Unstandardized, teacher-rated oral language proficiency; grades K–12	CDE, Standards and Assessment	916-319-0784
Student Oral Proficiency Rating	Measures oral language proficiency; grades K–6	Development Associates (Dr. Malcom Young)	703-276-0677

* The selection of alternate assessment instrument(s) is a local decision.

Site

[illegible]

* See "Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments" located on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sa/>.
Test variations may be provided to eligible students.

School District

Sample School District Action Plan Worksheet for CELDT Test Variations/Accommodations/ Modifications/Alternate Assessments

Activities	Person(s) Responsible	Format/ Timeline	Needed Materials	Date Accomplished
School District CELDT Coordinator <ul style="list-style-type: none"> Review ordering specifications/timeline/process from test contractor. Identify process for contacting test contractor to respond to site questions/problems as they occur. Schedule initial planning meeting with district special education/Section 504 lead(s): <ul style="list-style-type: none"> Review CELDT requirements (who is to be tested, what can be used for test variations, accommodations, modifications, and alternate assessments, etc.). Prepare timeline/process for ordering materials, providing site training, and determining roles and responsibilities of staff. Develop meeting schedule to maintain ongoing communication. Plan communications schedule to keep key stakeholders informed about CELDT administration, scoring, reporting, and uses: <ul style="list-style-type: none"> Site employees (certificated and noncertificated) School district management team (principals, directors, assistant superintendents, public information officer, superintendent) School board members Parents and guardians (all grade levels) with or without students needing test variations, accommodations, modifications, or alternate assessments 				

Sample School District Action Plan Worksheet for CELDT Test Variations/Accommodations/ Modifications/Alternate Assessments

**School
District**

Activities	Person(s) Responsible	Format/ Timeline	Needed Materials	Date Accomplished
School District CELDT Coordinator (continued) <ul style="list-style-type: none"> Work with special education/Section 504 lead(s) to prepare school and school district information/training packet(s) for: <ul style="list-style-type: none"> IEP/Section 504 Plan reviews. Ordering process. Preparing and providing for test variations, accommodations, modifications, and/or alternate assessments during testing. Include procedures and materials for assisting students with test variations, accommodations, modifications, and/or alternate assessments in training sessions for CELDT test examiners and proctors. Develop school district process to receive and respond to site requests for test variations, accommodations, modifications, and/or alternate assessments. Provide training for site personnel: <ul style="list-style-type: none"> Procedures for administering the CELDT Process and materials to respond to requests for needed test variations, accommodations, modifications, and/or alternate assessments 				

School District

Sample School District Action Plan Worksheet for CELDT Test Variations/Accommodations/ Modifications/Alternate Assessments

Activities	Person(s) Responsible	Format/ Timeline	Needed Materials	Date Accomplished
School District CELDT Coordinator (continued)				
<ul style="list-style-type: none"> Work with school district special education/Section 504 lead(s) to ensure all test materials remain secure. 				
<ul style="list-style-type: none"> Maintain ongoing communications with district special education/Section 504 lead(s) through regularly scheduled meetings. 				
<ul style="list-style-type: none"> Schedule a debriefing with district and site special education/Section 504 lead(s) and site CELDT coordinators. 				

Sample School District Action Plan Worksheet for CELDT Test Variations/Accommodations/ Modifications/Alternate Assessments

**School
District**

Activities	Person(s) Responsible	Format/ Timeline	Needed Materials	Date Accomplished
Special Education/Section 504 Leads				
<ul style="list-style-type: none"> Develop process/timeline for reviewing current IEPs/Section 504 Plans for test variations, accommodations, modifications, and/or alternate assessments and send them to sites for updating (see CELDT regulations on test variations, accommodations, modifications, and/or alternate assessments). 				
<ul style="list-style-type: none"> Provide information/training session with site CELDT coordinator(s). 				
<ul style="list-style-type: none"> Receive from site special education leads complete list of students receiving services specified in current IEP or Section 504 Plan. 				
<ul style="list-style-type: none"> Meet with school district CELDT coordinator to outline plan for ensuring all students with test variations, accommodations, modifications, and/or alternate assessments specified in their IEPs/Section 504 Plans have them for the CELDT. Identify facilities, equipment, and materials needed. 				
<ul style="list-style-type: none"> Prepare and schedule training for site CELDT and special education coordinators: <ul style="list-style-type: none"> IEP process Test variations, accommodations, modifications, and/or alternate assessments identification Test administration Procedure for monitoring test administration Test security maintenance 				
<ul style="list-style-type: none"> Meet as scheduled with district CELDT coordinator to maintain communications and meet key deadlines. 				

Site

Sample Site Action Plan Worksheet for CELDT Test Variations/Accommodations/Modifications/Alternate Assessments

Activities	Person(s) Responsible	Format/ Timeline	Needed Materials	Date Accomplished
Site CELDT Coordinator <ul style="list-style-type: none"> Participate in training session, provided by school district CELDT coordinator: <ul style="list-style-type: none"> Review CELDT specifications, ordering process, timeline, and forms. Review role with site special education/Section 504 lead(s) and determine process/timeline for preparing school summary of needs for test variations, accommodations, modifications, and/or alternate assessments. 				
<ul style="list-style-type: none"> Prepare school summary of IEP/Section 504 test variations, accommodations, modifications, and/or alternate assessments: <ul style="list-style-type: none"> Meet with site special education/Section 504 lead(s) to review test variation, accommodation, modification, and/or alternate assessment needs as identified in individual plans. Prepare a school summary planning chart for test variations, accommodations, modifications, and/or alternate assessments. Return completed school summary planning chart to school district CELDT coordinator. 				

Site

Sample Site Action Plan Worksheet for CELDT Test Variations/Accommodations/Modifications/Alternate Assessments

Activities	Person(s) Responsible	Format/ Timeline	Needed Materials	Date Accomplished
Site CELDT Coordinator (continued) <ul style="list-style-type: none"> Complete test variation, accommodation, and modification arrangements for CELDT testing: <ul style="list-style-type: none"> Review assessment summary planning chart of test variations, accommodations, modifications, and/or alternate assessments with site special education/Section 504 lead(s) to determine special arrangements that will be needed. Provide training for CELDT examiners and proctors. Coordinate site setup activities for test variations, accommodations, modifications, and/or alternate assessments. Coordinate test administration activities before, during, and after the site test dates: <ul style="list-style-type: none"> Provide direction/assistance to test examiners and proctors. Package all completed tests with test variations, accommodations, and/or modifications as directed and return them to school district CELDT coordinators. Follow identified process for administering and scoring alternate assessments. 				

Site

Sample Site Action Plan Worksheet for CELDT Test Variations/Accommodations/Modifications/Alternate Assessments

Activities	Person(s) Responsible	Format/ Timeline	Needed Materials	Date Accomplished
Special Education/504 Leads <ul style="list-style-type: none"> Participate in training session provided by school district CELDT coordinator: <ul style="list-style-type: none"> Discuss site process for reviewing and updating IEPs/Section 504 Plans. Outline plan for identifying test variation, accommodation, modification, and/or alternate assessment needs and working with site CELDT coordinator to complete School Summary Planning Chart. Schedule and complete IEP/Section 504 team meetings: <ul style="list-style-type: none"> Identify and invite IEP/Section 504 team participants. Conduct IEP/Section 504 team meetings as scheduled. Work with CELDT coordinator to summarize test variation, accommodation, modification, and/or alternate assessment needs identified in the IEPs/Section 504 Plans: <ul style="list-style-type: none"> Prepare school summary information for school district CELDT coordinator. Prepare strategies for providing test variations, accommodations, modifications, and/or alternate assessments: <ul style="list-style-type: none"> Work with CELDT coordinator to: <ul style="list-style-type: none"> Identify test variation, accommodation, modification, and/or alternate assessment issues related to testing logistics. Develop an individual plan for providing test variations, accommodations, modifications, and/or alternate assessments. 				

Site

Sample Site Action Plan Worksheet for CELDT Test Variations/Accommodations/Modifications/Alternate Assessments

Activities	Person(s) Responsible	Format/ Timeline	Needed Materials	Date Accomplished
Special Education/504 Leads (continued)				
<ul style="list-style-type: none"> Work with classroom teachers to ensure that identified accommodations/modifications are used in classroom instruction: <ul style="list-style-type: none"> Make classroom visits to ensure accommodations/modifications identified by the IEPs/Section 504 Plans are part of the classroom instruction. Discuss required test variations, accommodations, and/or modifications to address testing needs with teachers and CELDT examiners. 				
<ul style="list-style-type: none"> Work with CELDT coordinator to complete special arrangements for CELDT testing or alternate assessments: <ul style="list-style-type: none"> Participate in training for CELDT testing administrators. Work with site CELDT coordinator to prepare any special setup needed. 				
<ul style="list-style-type: none"> Complete documentation of test variations/accommodations/modifications for CELDT or alternate assessments used: <ul style="list-style-type: none"> Post use of test variations/accommodations/modifications for CELDT or alternate assessments with date on IEPs/Section 504 Plans. Summarize strategies and areas that need improvement in planning/implementation process for future test administrations. Attend briefing with school district special education lead. 				

Section V

Reclassification of English Learners to Fluent English Proficient

Understanding
Reclassification of
English Learners to Fluent
English Proficient

Decision Guide:
Reclassifying a Student
from English Learner to
Fluent English Proficient

Guidelines for
Reclassification of
English Learners

March 2007

**Prepared by the
California Department of Education**

Understanding Reclassification of English Learners To Fluent English Proficient

Education Code Section 306 defines “English learner” as “a child who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English...” Reclassification is the process by which students who have been identified as English learners are reclassified to fluent English proficient (RFEP) when they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classes. Under current law, identified English learners must participate in the annual administration of the CELDT until they are reclassified.

This section contains two documents that illustrate the reclassification process:

- *Guidelines for Reclassification of English Learners* provides detailed information about each of the reclassification criteria
- *Decision Guide: Reclassifying a Student from English Learner to Fluent English Proficient* is a flowchart of the reclassification process.

Reclassification Guidelines

The State Board of Education (SBE) has established four reclassification criteria, based on *Education Code* Section 313(d), for school districts to use in reclassifying students from English learner to fluent English proficient. The *Guidelines for Reclassification of English Learners*, approved by the SBE in September 2002, describes these four reclassification criteria. The first criterion is an assessment of English-language proficiency, which in California is the CELDT. The next criterion is teacher evaluation of a student’s academic performance, which can be based on the student’s report card grades, grade point average (GPA), or other measure that school districts use to determine students’ academic performance. The third criterion is parent opinion and consultation, which involves parents or guardians, if possible, in a discussion about their student’s English-language proficiency and meeting the guidelines for reclassification. The fourth and final criterion is a comparison of performance in basic skills, which the SBE has indicated should be based on results of the student’s latest California English-Language Arts Standards Test (CST in English-language arts).

The reclassification process is determined locally, using the four criteria. That process may differ from school district to school district, depending on when needed data are available. Typically, CST results are available at the beginning of the school year, and CELDT results for the annual assessment are available in December or January. (The reclassification guidelines are provided on pages V-4 through V-6.)

Suggested Steps for Reclassification

The second document in this section is the *Decision Guide: Reclassifying a Student from English Learner to Fluent English Proficient* that is based on the four criteria set forth in the reclassification guidelines approved by the SBE. This flowchart walks through each step of the reclassification process. At each step, two bullets are listed that tell school staffs (1) where to look for the data to see if the student meets this criterion and (2) what standard the student needs to achieve to meet this criterion (and whether the school district may set its own policy).

The first step in the process is to review the annual CELDT results for English-language proficiency. For this criterion, the student needs to meet the CELDT definition of proficiency, which is an overall score of early advanced or advanced, and scores are intermediate or above for each of the sub-skill areas: listening, speaking, reading, and writing. If the student meets this criterion, move on to the next step in the chart. If not, the student should remain an English learner.

The second step in the reclassification process is to review the comparison of performance in basic skills. This review focuses on the student's results on the latest CST in English-language arts. The SBE has set a guideline for this cut point at somewhere between basic and midpoint of basic, but it is up to each school district to set an exact cut point. If the student meets this criterion, move on to the next step in the decision chart. If this criterion is not met, the student should remain an English learner.

The third step in the process is a review of the teacher evaluation of student academic performance. This review looks at whether the student meets the academic performance indicators set by the school district. Academic indicators could include the student's grades or whatever criteria the school district has established as its policy for evaluating academic performance. If the student meets the academic performance indicators established by the school district, move on to the next step in the flowchart. If not, the student should remain an English learner.

The fourth step in the process is parental opinion and consultation. If the student has satisfied all criteria for reclassification, then notice should be provided to parents and guardians of their rights to participate in the reclassification process. The notice also should encourage their participation in this process.

Finally, the student should be reclassified to fluent English proficient (RFEP). As part of this process, parents and guardians should be notified, school records should be updated, and the student's progress should be monitored for two years. Monitoring does not mean that the CELDT (e.g., scores on CST in English-language arts) should be administered again; rather, the student's academic achievement and progress should be monitored to be certain the student is continuing to progress. If the student fails to progress, it is necessary to intervene and not allow him or her to fall behind. (The decision guide is provided on page V-7.)

** Reclassification guidelines approved by the State Board of Education (September 2002) and updated (September 2006).*

Guidelines for Reclassification of English Learners*

Assessment of English-Language Proficiency

Use the CELDT as the primary criterion. Consider for reclassification those students whose overall proficiency level is early advanced or higher and:

- Listening is intermediate or higher,
- Speaking is intermediate or higher,
- Reading is intermediate or higher, and
- Writing is intermediate or higher.

Those students whose overall proficiency level is in the upper end of the intermediate level also may be considered for reclassification if additional measures determine the likelihood that a student is proficient in English.

- Use most recent available test data.

The above reclassification levels are the same as the initial identification levels specified by the CDE.

Teacher Evaluation

- Use student's academic performance.
- Note that incurred deficits in motivation and academic success unrelated to English-language proficiency do not preclude a student from reclassification.

Parent Opinion and Consultation

- Provide notice to parents or guardians of their right and encourage them to participate in the reclassification process.
- Provide an opportunity for a face-to-face meeting with parents or guardians.

* Approved by the State Board of Education (September 2002 and updated September 2006).

Comparison of Performance in Basic Skills

■ Definitions:

1. **“Performance in basic skills”** means the score and/or performance level resulting from a recent administration of the California English-Language Arts Standards Test (CST in English-language arts).
2. **“Range of performance in basic skills”** means a range of scores on the CST in English-language arts corresponding to a performance level or a range within a performance level.
3. **“Pupils of the same age”** refers to pupils who are enrolled in the same grade as the student who is being considered for reclassification.

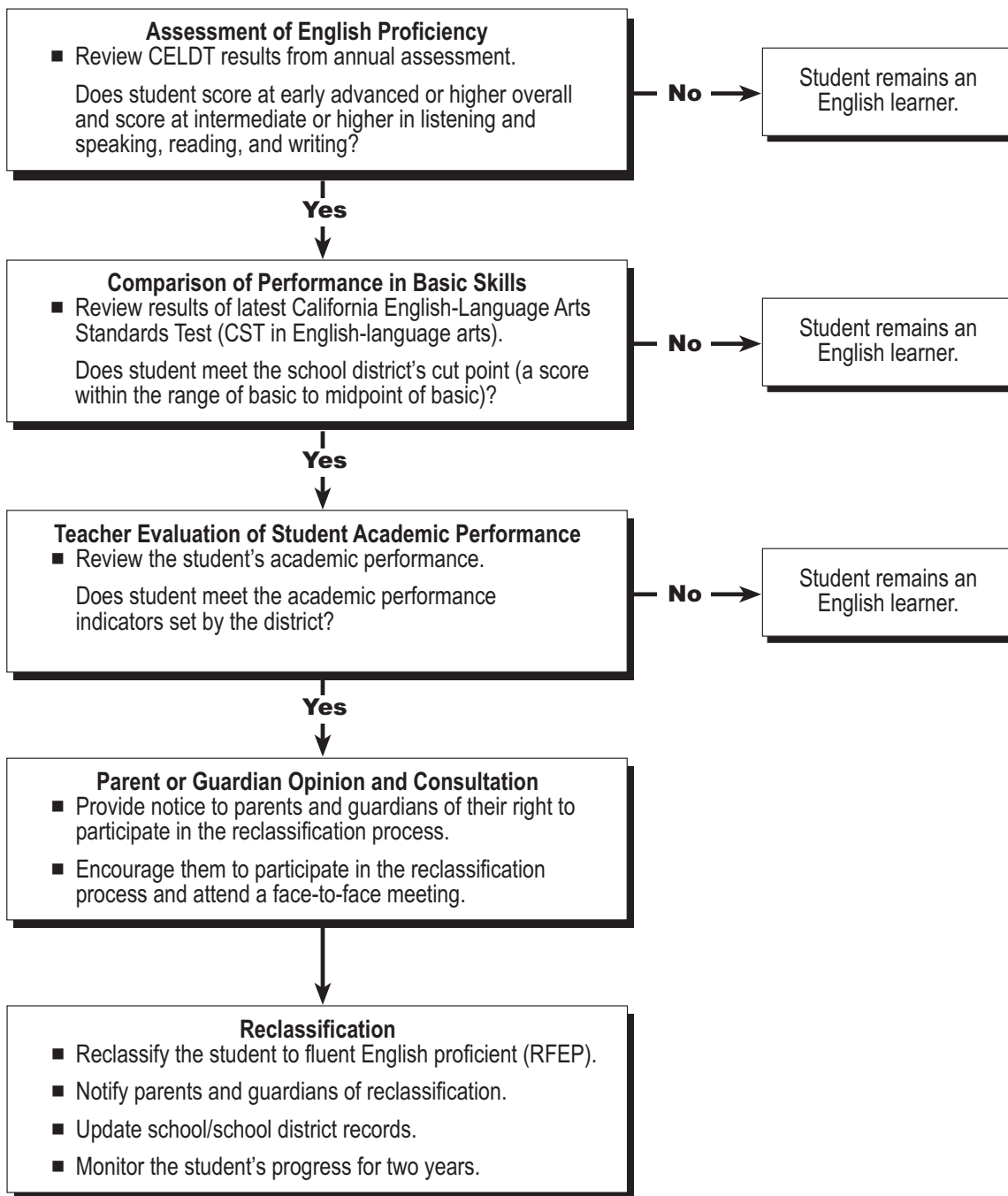
■ Basic skills criteria:

1. A pupil's score on the CST in English-language arts in the range from the beginning of basic level up to the midpoint of the basic level suggests that the pupil may be sufficiently prepared to participate effectively in the curriculum and should be considered for reclassification. School districts may select a cut point in this range.
2. Pupils with scores above the cut point selected by the school district should be considered for reclassification.
3. For pupils scoring below the cut point, school districts should attempt to determine whether factors other than English-language proficiency are responsible for low performance on the CST in English-language arts and whether it is reasonable to reclassify the student.
4. For pupils in grade twelve, the eleventh grade CST in English-language arts results should be used, if available.

5. For pupils in grades one and two, school districts should base a decision to reclassify on CELDT results, teacher evaluation, parent consultation, and other locally available assessment results. Kindergarten students who have been identified as English learners probably should not be reclassified.
6. School districts must monitor pupil performance for two years after reclassification in accordance with existing California regulations and the federal No Child Left Behind (NCLB) legislation.

Decision Guide: Reclassifying a Student from English Learner to Fluent English Proficient

School districts **are to** develop student reclassification policy and procedures based on the four criteria set forth in the reclassification guidelines approved by the State Board of Education (*Education Code* Section 313(d)). The chart below illustrates how the four criteria can be used by school districts/schools when evaluating a student's readiness for reclassification from English learner (EL) to fluent English proficient (RFEP).



Section VI

Appendix

The Student Proficiency
Level Report

Sample Student
Proficiency Level Reports
(Front and Back)

Frequently Used
Acronyms Related to
English Learners

March 2007

Prepared by the
California Department of Education

The Student Proficiency Level Report

The Student Proficiency Level Report provides results of the CELDT for individual students. Information on the report is described below.

Student Information

General information about the student taking the test is printed on the left side of the report. This includes the student's name, grade level, birth date, date of testing, and the school and school district in which the test was taken.

Purpose of Assessment

The left side of the report also indicates whether the test was given for initial identification or for the annual assessment. Initial identification means that the test was given to a new student whose home language survey shows a language other than English. The initial test results are used to help identify students as English learners who need to develop their listening, speaking, reading, and writing skills in English. The annual CELDT assessment is given to students who already have been identified as English learners to see how well they are developing their listening, speaking, reading, and writing skills in English. The annual assessment results are used to help monitor each student's progress and to help determine if he or she has become fluent in English.

Proficiency Levels

In 2001, the State Board of Education (SBE) established five levels for measuring a student's proficiency in English, based on the CELDT scores. Those levels are beginning, early intermediate, intermediate, early advanced, and advanced. Updated cut score points and descriptions for each proficiency level were approved by the SBE in June 2006.

Overall Student Proficiency Level

The bar graph and student score in the first column indicate the student's overall English proficiency level based on how well the student performed in each skill area.

Skills Areas

The CELDT results are reported in four areas: listening, speaking, reading, and writing. The remaining bar graphs show which proficiency level(s) and score(s) the student has achieved in each skill area tested.

Other Scores

The report also shows a combined score for listening and speaking and a comprehension score. The comprehension score is an average of the scores for listening and reading.

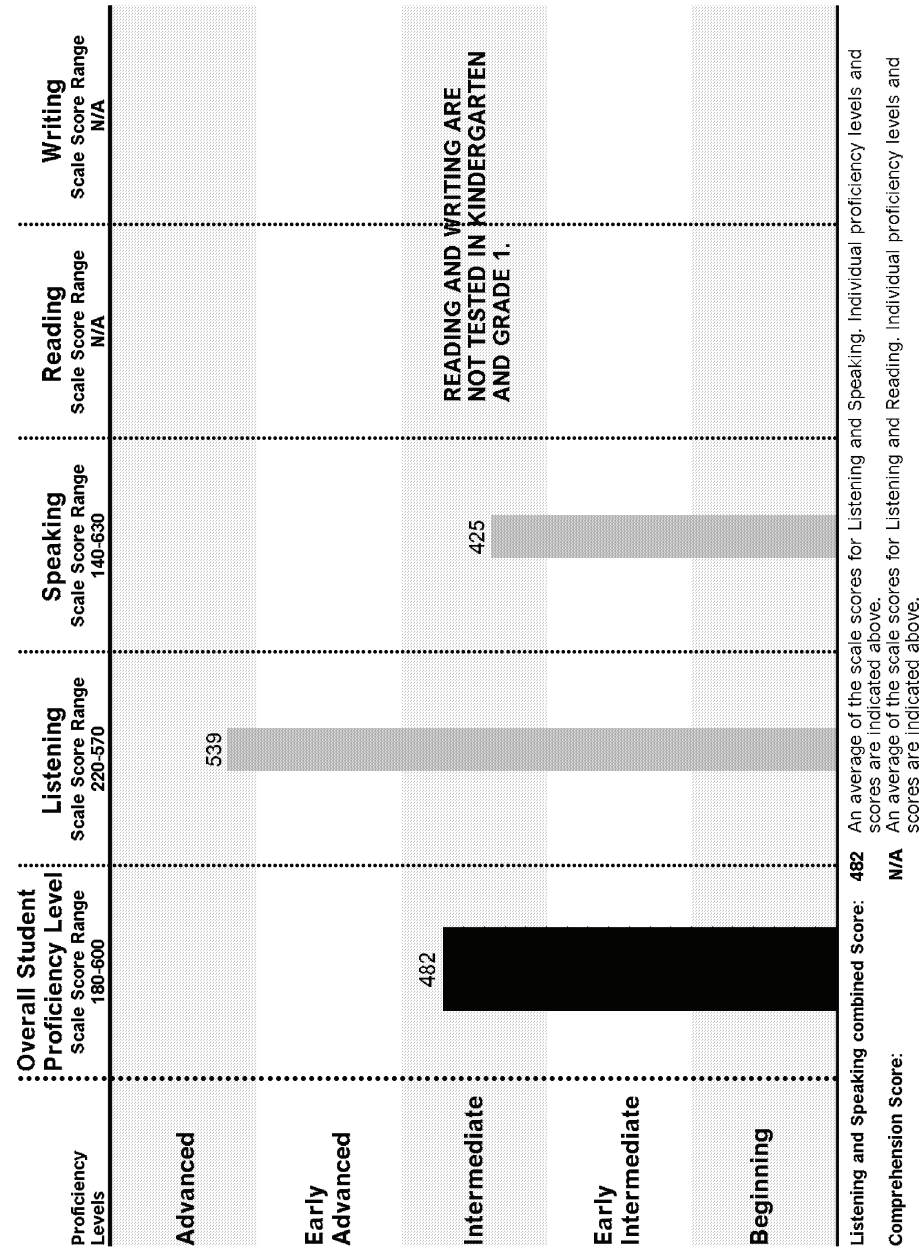
How to Read This Report

A brief description of how to read the reported scores and proficiency levels are at the bottom of the front page of the report. A chart on the back of each report briefly describes the English skills students are expected to achieve at each level.

For More Information...

Parents and guardians are encouraged to talk to their student's teacher about these test results and what is being done at school to help him or her become fully proficient in English.

Sample Student Proficiency Level Report—Front



How To Read This Report

The height of the bars in the graph above represents the performance by the student on the California English Language Development Test (CELDT) in each skill area (Listening, Speaking, Reading, and Writing) and as an overall proficiency level.

Each score that falls within a proficiency level indicates that the student can display the majority of skills for that

level and the lower levels, as described on the back of the report. A student may use some of the skills at higher levels of proficiency, but may not be performing consistently at the next level.

In order to progress toward higher levels of proficiency, a student needs to master the skills at next higher levels of proficiency in all skill areas.

06/09/06

CTBID: 04231M186000005-01-00001

California English Language Development Test Student Proficiency Level Report

LARRY RIVAS

Grade: K

ANNUAL ASSESSMENT

Purpose

This report shows the English language development (ELD) proficiency levels that this student demonstrated on the California English Language Development Test (CELDT). It is one source of information that teachers may use with parents, and to plan instruction. The test results are to be added to a student's cumulative record. Parents are to be notified of test results.

Simulated Data

Birthdate: 04/19/01

Special Codes:

ABCDEFGHIJKLWNPQRST
9000017384.....

SSID: 0123456789

2006-07 Form F

CDS#: 12-12345-1234567

School: ANYSCHOOL

District: ANYDISTRICT

County: ANYCOUNTY

State: CALIFORNIA

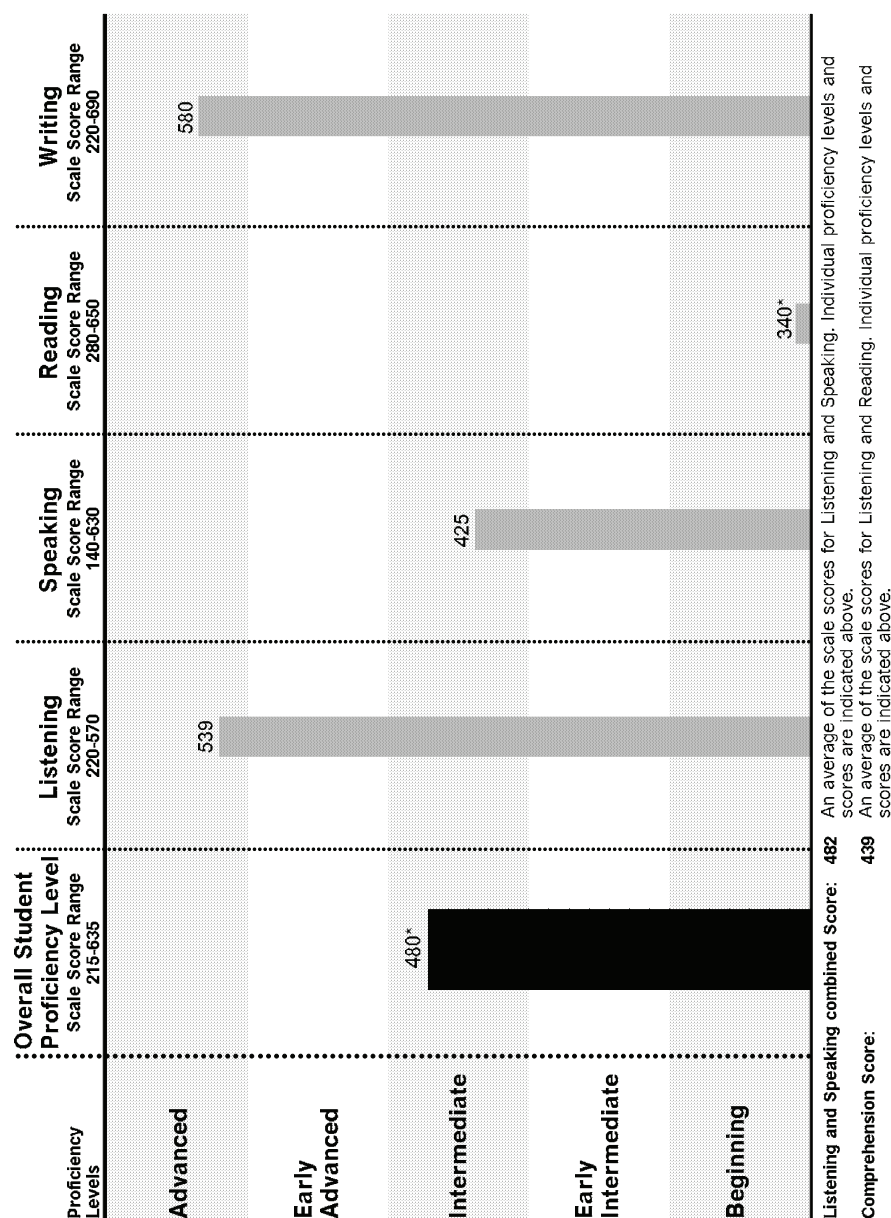
Sample Student Proficiency Level Report—Back

Grades K-1 California English Language Development Test Proficiency Descriptors

Overall Proficiency Levels	Listening	Speaking	Reading	Writing
Advanced Students performing at this level of English language proficiency communicate effectively on a wide range of topics. They can identify and summarize concrete details and abstract concepts during unmodified instruction and produce oral and written discourse in all content areas. Errors do not reduce communication. Further linguistic refinement is still needed to be comparable to native English-speaking peers.	Students who perform at this level on the CELDT typically demonstrate comprehension of most academic language with complex syntax and vocabulary; they understand and follow all simple oral directions.	Students who perform at this level on the CELDT typically use extensive vocabulary and complex syntax appropriate to setting and purpose; they tell a coherent and detailed story based on a picture sequence, using complete and complex sentences.		
Early Advanced Students performing at this level of English language proficiency begin to use English in cognitively demanding situations and for learning in content areas. They can identify and summarize most concrete details and abstract concepts during unmodified instruction in most content areas. Oral and written production contains fully-developed paragraphs and compositions. Errors rarely complicate communication.	Students who perform at this level on the CELDT typically demonstrate comprehension of social language and comprehension of some academic language with complex vocabulary and syntax; they understand and follow most simple oral directions.	Students who perform at this level on the CELDT typically use fairly extensive vocabulary and fairly complex syntax appropriate to setting and purpose, with occasional minor errors; they tell a coherent story, based on a picture sequence, that clearly expresses the major events, using complete sentences with minor errors.		
Intermediate Students performing at this level of English language proficiency begin to use English to communicate and learn. They can identify and understand more concrete details and some abstract concepts during unmodified instruction. They respond to learning demands with fewer errors. Oral and written production includes sentences, paragraphs, and original statements and questions. Errors complicate communication.	Students who perform at this level on the CELDT typically demonstrate comprehension of simple vocabulary and syntax related to social language, with limited comprehension of academic language; they understand and attempt to follow simple oral directions.	Students who perform at this level on the CELDT typically use a broader range of vocabulary and syntax appropriate to setting and purpose, with gaps in communication; they tell a coherent story, based on a picture sequence, that may not clearly express the major events, using phrases and incomplete sentences.	READING AND WRITING ARE NOT TESTED IN KINDERGARTEN AND GRADE 1.	
Early Intermediate Students performing at this level of English language proficiency continue to develop English skills. They can identify and understand more concrete details during unmodified instruction. They may be able to respond to more varied communication and learning demands with fewer errors. Oral and written production may be limited to phrases and memorized statements and questions. Frequent errors reduce communication.	Students who perform at this level on the CELDT typically understand some basic social language, with limited comprehension of basic vocabulary; they understand and attempt to follow a few simple oral directions.	Students who perform at this level on the CELDT typically use a limited range of vocabulary and syntax appropriate to setting and purpose but make frequent errors that impede communication; they tell a story, based on a picture sequence, using phrases and simple vocabulary that contain numerous errors and may not be coherent.		
Beginning Students performing at this level of English language proficiency demonstrate little or no English skills. They are beginning to understand a few concrete details during unmodified instruction. They may be able to respond to some communication and learning demands, with many errors. Oral and written production is limited to isolated words and memorized statements and questions. Frequent errors make communication difficult.	Students who perform at this level on the CELDT have little or no receptive skills, or may demonstrate extremely limited comprehension of a few basic words and attempt to follow simple oral directions with limited success.	Students who perform at this level on the CELDT may demonstrate no productive skills, or may begin to use basic vocabulary and respond with simple words or phrases appropriate to setting and purpose and attempt to tell part of a story, using simple words and phrases.		

Note: For more complete skill area proficiency level descriptors, please reference the Scoring Guide for this grade.

Sample Student Proficiency Level Report—Front



*An asterisk indicates that the CELDT was administered with a modification or that an alternate assessment was used. Given that the use of a modification or alternate assessment fundamentally alters what the test intends to measure, interpretation of the results should take into account the effect of the modification or alternate assessment on the reported scores.

How To Read This Report

The height of the bars in the graph above represents the performance by the student on the California English Language Development Test (CELDT) in each skill area (Listening, Speaking, Reading, and Writing) and as an overall proficiency level.

Each score that falls within a proficiency level indicates that the student can display the majority of skills for that

level and the lower levels, as described on the back of the report. A student may use some of the skills at higher levels of proficiency, but may not be performing consistently at the next level.

In order to progress toward higher levels of proficiency, a student needs to master the skills at next higher levels of proficiency in all skill areas.

06/09/06

CTBID: 04231W18600005-01-00001

California English Language Development Test

Student Proficiency Level Report

LARRY GARCIA

Grade: 2

ANNUAL ASSESSMENT

Purpose

This report shows the English language development (ELD) proficiency levels that this student demonstrated on the California English Language Development Test (CELDT). It is one source of information that teachers may use with parents, and to plan instruction. The test results are to be added to a student's cumulative record. Parents are to be notified of test results.

Simulated Data

Birthdate: 04/19/97

Special Codes:

ABCDEFH1J.KLMNOPQRST

9000017394.....

SSID: 0123456789

2006-07 Form F

CDS#: 12-12345-1234567

School: ANYSCHOOL

District: ANYDISTRICT

County: ANYCOUNTY

State: CALIFORNIA

Sample Student Proficiency Level Report—Back

Grade 2 California English Language Development Test Proficiency Descriptors

Overall Proficiency Levels

	Listening	Speaking	Reading	Writing
Advanced Students performing at this level of English language proficiency communicate effectively on a wide range of topics. They can identify and summarize concrete details and abstract concepts during unmodified instruction and can produce oral and written discourse in all content areas. Errors do not reduce communication. Further linguistic refinement is still needed to be comparable to native English-speaking peers.	Students who perform at this level on the CELDT typically demonstrate comprehension of most academic language with complex syntax and vocabulary and understand and follow all simple oral directions.	Students who perform at this level on the CELDT typically use extensive vocabulary and fairly complex syntax appropriate to setting and purpose, with occasional minor errors; they tell a coherent story, based on a picture sequence, that clearly expresses the major events, using complete sentences with minor errors.	Students who perform at this level on the CELDT typically identify more complex synonyms and antonyms; they read a more complex story and answer increasingly difficult questions that involve sequencing, summarizing, drawing conclusions, or making inferences.	Students who perform at this level on the CELDT typically identify a complex verb tense, write a complete sentence with few or no mechanical errors, appropriate to a picture prompt, and write a short story in response to a picture sequence (contains well-organized ideas, accurate transitions, precise vocabulary, and minimal errors).
Early Advanced Students performing at this level of English language proficiency begin to use English in cognitively demanding situations and for learning in content areas. They can identify and summarize most concrete details and abstract concepts during unmodified instruction in most content areas. Oral and written production contains fully-developed paragraphs and compositions. Errors rarely complicate communication.	Students who perform at this level on the CELDT typically demonstrate comprehension of social language and some academic language with complex vocabulary and syntax; they understand and follow most simple oral directions.	Students who perform at this level on the CELDT typically use a broader range of vocabulary and syntax appropriate to setting and purpose, with gaps in communication; they tell a coherent story, based on a picture sequence, that may not clearly express the major events, using phrases and incomplete sentences.	Students who perform at this level on the CELDT typically match similar sound patterns and identify compound words; recognize multiple-meaning words; apply abstract concepts to categorize words; use the context of a sentence to fill in the blanks with the correct words; and recall details and answer questions that involve sequencing, summarizing, drawing conclusions, or making simple inferences after reading a story.	Students who perform at this level on the CELDT typically demonstrate use of possessives, superlatives, regular plurals, prepositions, and articles; use vocabulary that is specific; write a complete sentence appropriate to a picture prompt (may contain minor grammatical, syntactical, mechanical, or spelling errors); and write a short story in response to sequenced pictures (contains clear ideas and accurate transitions with few errors).
Intermediate Students performing at this level of English language proficiency begin to use English to communicate and learn. They can identify and understand more concrete details and some abstract concepts during unmodified instruction. They respond to learning demands with fewer errors. Oral and written production includes sentences, paragraphs, and original statements and questions. Errors complicate communication.	Students who perform at this level on the CELDT typically demonstrate comprehension of vocabulary and syntax related to social language, with limited comprehension of academic language; they understand and follow simple oral directions.	Students who perform at this level on the CELDT typically use a limited range of vocabulary and syntax appropriate to setting and purpose but make frequent errors that impede communication; they tell a story, based on a picture sequence, using phrases and simple vocabulary that contain numerous errors and may not be coherent.	Students who perform at this level on the CELDT typically match simple vocabulary words to pictures; hear a word and select its printed form from a choice of similar words; recognize basic semantic categories, such as regular plurals and simple synonyms; use phonemic awareness and phonics skills, such as rhyming, at a higher level.	Students who perform at this level on the CELDT typically begin to use some standard writing conventions, such as spacing, punctuation, and capitalization; use vocabulary that is basic and may be limited; and write a phrase or a simple sentence based on a prompt (may contain numerous errors that obscure meaning).
Early Intermediate Students performing at this level of English language proficiency continue to develop English skills. They can identify and understand more concrete details during unmodified instruction. They may be able to respond to more varied communication and learning demands with fewer errors. Oral and written production may be limited to phrases and memorized statements and questions. Frequent errors reduce communication.	Students who perform at this level on the CELDT typically understand basic social language, with limited comprehension of academic language, and understand and follow some simple oral directions.	Students who perform at this level on the CELDT may demonstrate no productive skills, or may begin to use basic vocabulary and respond with simple words or phrases appropriate to setting and purpose; they attempt to tell part of a story, using simple words and phrases.	Students who perform at this level on the CELDT may demonstrate no receptive skills, or may identify the letter that corresponds to the initial sound of a simple spoken word and begin to recognize some basic groups of related words.	Students who perform at this level on the CELDT may demonstrate no productive skills, or may use a few standard writing conventions and attempt to write a short story in response to a picture sequence (writing is minimal and contains some isolated English words).
Beginning Students performing at this level of English language proficiency demonstrate little or no English skills. They are beginning to understand a few concrete details during unmodified instruction. They may be able to respond to some communication and learning demands, with many errors. Oral and written production is limited to isolated words and memorized statements and questions. Frequent errors make communication difficult.	Students who perform at this level on the CELDT have little or no receptive skills, or may demonstrate limited comprehension of a few basic words and phrases and understand and follow few simple oral directions.	Students who perform at this level on the CELDT may demonstrate no productive skills, or may begin to use basic vocabulary and respond with simple words or phrases appropriate to setting and purpose; they attempt to tell part of a story, using simple words and phrases.	Students who perform at this level on the CELDT may demonstrate no receptive skills, or may identify the letter that corresponds to the initial sound of a simple spoken word and begin to recognize some basic groups of related words.	Students who perform at this level on the CELDT may demonstrate no productive skills, or may use a few standard writing conventions and attempt to write a short story in response to a picture sequence (writing is minimal and contains some isolated English words).

Note: For more complete skill area proficiency level descriptors, please reference the Scoring Guide for this grade.

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05/30/06

Frequently Used Acronyms Related to English Learners

AMAO	Annual Measurable Achievement Objectives
API	Academic Performance Index
AYP	Adequate Yearly Progress
BCLAD	Bilingual Cross-cultural Language and Academic Development Certification
CDE	California Department of Education
CELDT	California English Language Development Test
CLAD	Cross-cultural Language and Academic Development Certification
CPM	Categorical Program Monitoring
CST in English-language arts	California English-Language Arts Standards Test
DIS	Designated Instruction and Services
DELAC	District English Learner Advisory Committee
EIA – LEP	Economic Impact Aid – LEP Supplemental Funding
ELAC	English Learner Advisory Committee, school level (formerly BAC)
EL	English learner (also known as LEP)
ELD	English Language Development
EO	English Only
ESL	English as a Second Language
FAPE	Free and Appropriate Public Education
FEP	Fluent English Proficient (Reclassified-RFEP or Initial-IFEP)
HLS	Home Language Survey
IDEA/2004	Individuals with Disabilities Education Improvement Act of 2004
IFEP	Initial Fluent English Proficient
L₁	Primary Language
LDS	Language Development Specialist

LEA	Local Educational Agency
LEP	Limited English Proficient (also known as English learner)
NCLB	No Child Left Behind Act of 2001
OCR	Office for Civil Rights (U.S. Department of Education)
RFEP	Reclassified Fluent English Proficient
R30-LC	Annual Language Census Report (form R30-LC)
SBE	State Board of Education
SDAIE	Specially Designed Academic Instruction in English
SPEDLEP	English learner or LEP student receiving special education services
SST or CST	Student Study Team or Child Study Team